Organizational Culture Among Religious Founded Schools in Enhancing Teachers' Performance: A Case Study of Bishop Willigers Secondary School in Bugweri District, Eastern Uganda

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Abstract

The purpose of this study was to examine the contribution of organizational culture on teachers' performance in Bishop Willigers Secondary School in Bugweri District, Eastern Uganda. The study objectives were to; "determine the type of organizational structure in enhancing performance, to examine the contribution of organizational culture on teachers' performance and to explore other factors that influence teachers' performance other than organizational culture". The study employed a qualitative paradigm where interview guide and focus group discussion guide as data collection instruments and the results "were analyzed thematically and presented adversatively adversatively". The study employed Organizational Culture Theory of Edgar H Schein (1992) to examine the contribution of organizational culture on the performance of teachers. Study findings revealed that, "there was a strong relationship between organizational structure and teachers' performance, and also revealed that other than organizational culture, other factors such as teacher motivation, parental involvement in the student's learning, qualification of the teachers, influence teacher's performance". The study concludes that: The school has a positive organizational culture which is traditionally structured with a top-down communication system. In a school setting, organizational culture determines how things are done, employees' work ethic, values, beliefs and attitudes and their commitment towards work. The organizational structure of the school was in line with the Catholic School leadership structure. Therefore, it's recommended that all schools develop a well-organized, defined and standard organizational structure, develop a strong organizational culture, should hire competent qualified staff, and motivated teachers. Also, parents should encourage and get involved in their children's education to be able to improve teachers' performance in schools.

Keywords: organizational structure, organizational culture, teacher's performance

1. Introduction

Chalmer R. and Brannan GD (2022) defined organizational culture (OC) as "a composition of beliefs and expectations shared by members of an organization, and they emphasize that organizational culture consists of common norms, values and beliefs of individuals within that group. He reflects that in a historical context, organizational culture could be considered the cultural equivalent of rituals, rites, symbols and stories of a people". Kellie Wong (2020) also defined organizational culture as "a collection of values, expectations, and practices that guide and inform the actions of all the team members. Whereas Y Tsai (2011) understood organizational culture to mean, the beliefs and values that have existed in an organization for a long time and the beliefs of the staff, the foreseen values of their work that will influence their attitudes and behaviour".

The concept of organizational culture was introduced to the field of management and organizational studies in the late 1970s and it began to attract significant scholarly attention in the early mid-1980s, building on insights from Sociology and Anthropology, organizational scholars argued that organizations could possess distinctive

cultures or sets of shared values, beliefs and norms that guide the attitudes and actions of members (Mary Ann et al., 2020). Fred Schuneman (2022) traces the concept of organizational culture in the context of an organization to have been introduced by Dr Elliot Jaques in his book *The Changing Culture of a Factory* (Jaques, 1951) in a published report of *a case study of developments in the social life of one of the industrial community between April 1984 and November 1950.* According to Dr. Jaques, the culture of the factory is in its customary and traditional way of thinking and doing things which is shared to a greater or lesser degree by all its members and which new members must learn and at least partially accept to be accepted into service in the firm.

Edgar H. Schein (1992), who is regarded as the father of organizational culture, understood organizational culture to mean "the values and beliefs of an organization according to the principles; ideologies as well as policies followed by an organization form its culture. According to Edgar, it's the culture of the workplace that decides the way individuals interact with each other and behave with people outside the organization. Edgar Schein insists that organizations do not adopt a culture in a single day but instead, it is formed in the due course of time as employees go through various changes, adapt to the external environment and solve problems". Wegner (2005) observes that schools that have improved in performance have emphasized the development of their organizational culture according to Schein's theory of Organizational culture.

Andrea Merlo (2022) defines a teacher's performance as "a set of actions, attitudes and behaviours in the teaching-learning environment that results in achieving educational goals, the more children learn, the better we judge the performance of the teachers to be". According to Deal (1905), the fact that culture is not physical, "it is difficult to perceive organizational culture through analyzing its definitions and explanations. The findings of the organizational research encouraged educational researchers to utilize fundamental cultural elements of successful schools since all schools have either strong or weak and functional or nonfunctional cultural elements (Cunningham & Gresso 1993; Ramsey 1992). Magee (2002) argued that organizational culture is inherently connected to organizational practices which in turn influence teachers' performance". In this journal, the researcher sought to examine the role of organizational culture among religious-founded schools on teachers' performance. A case study of Bishop Willigers Secondary School in Bugweri District, Eastern Uganda.

In Uganda, the origin and development of religious founded schools can be traced back to the times of the early Christian missionaries who came to Uganda around 1877. According to Kyanda Patrick (2019), the Christian missionaries were the pioneers of Western education in Uganda. When they came, they established literal schools and these were established without any colonial government participation. These schools were established along religious lines and they coined the name religious founded schools because they were established by Christian missionaries basically to promote Christianity. Mary Najjuma (2012), all schools, buildings and teachers belonged to the various Christian Missionary institutions between the periods of 1890 – 1925. According to Yaaka cc (2014) noted that by 1920 formal education was run by Christian Missionaries with a huge concentration in Buganda. The Christian Missionaries solely set up schools and in 1902, the first school was built called Namilyango College for mainly the children of chiefs and influential families, Mengo High was also constructed by the church Missionary society, and in 1905, a girls' boarding school, Gayaza High School was opened and in 1906 King's College Buddo was established. More schools were opened up in Masaka, Kamuli, Iganga, Hoima, and Mbarara and such schools included Mary Hill High School and Kiira College Butiki. In these schools, a lot of emphasis was put on religious knowledge, literacy, geography and arithmetic. These schools were run along denominational lines and headed by reverends, nuns and priests hence the name religious founded schools. According to the UNEB report 2021, traditional schools continued to perform better and produced the best candidates for example in the UACE 2020, the best student was a blind candidate called Elaju Daniel from Iganga SS scored A, A, A in History, Christian Religious Education and Literature and English respectively. According to Schools Uganda 2022 general analysis of the UCE 2022 results, showed that the top schools that posted 8 in 8 aggregates were mostly traditional religious founded schools with Kings College Buddo, Mary Hill, St. Mary's Kisubi, Namilyango College, Iganga Secondary School among others. According to the UCE results of 2022, Bishop Willigers secondary school a newly established religious, government grant-aided school posted the best results among government secondary schools in Bugweri District with 08 candidates passing in division one and the best candidate Nambavu Milton with 12 aggregates. From the above discussion therefore, the researcher picked interest in religious-founded schools to examine the relationship between their organizational culture and teachers' performance with a case study of Bishop Willigers SS mainly because it is a newly established church-founded school and recently granted a government Grant-aided status in 2019.

Therefore, organizational culture has a positive influence on teachers' performance. According to Khairiah Khairiah (2019), organizational culture influences the quality of teachers' performance and this is an inspiration to the development of teachers towards the birth of competent quality performance. The shared beliefs, values and norms of employees constitute what is known as organizational culture and these influence the way workers think, feel and behave towards people outside the organization thereby directly influencing their output.

According to Colquitt (2009), organizational culture has a positive effect on teachers' performance. Employees who feel they are by the organizational culture tend to have a higher level of performance achievements in working competently. The school's goals can be achieved if the teacher is committed to implementing the strategy for achieving the goals (Agatha, T. M. & Charles, M., 2022). Therefore, organizational culture can be used as a starting point or key variable to see the success of a teacher's performance (Khairiah & Zakaria, 2019). This is also confirmed by many researchers (Prayoga & Yuniati, 2019); (Suryadi, 2020); (Hasibuan, 2022) who strongly affirm that organizational culture is one of the important stimulants to encourage optimal teacher performance improvement. Therefore, the researcher picks interest in the organizational culture of religious founded schools and the correlation on teachers' performance and used Bishop Willigers secondary school as a case study.

1.1 The Purpose of the Study

To examine the contribution of organizational culture on teachers' performance in Bishop Willigers Secondary School Namunyumya, Bugweri District, eastern Uganda.

1.2 The Specific Objectives of the Study

The study intended to;

1) To determine the type of organizational structure at Bishop Willigers Secondary School Namunyumya, in Bugweri District.

2) To examine the contribution of Organizational culture on teachers' performance in Bishop Williders secondary school Namunyumya, Bugweri District, and Eastern Uganda.

3) To explore other factors that influence teachers' performance at Bishop Willigers Secondary School other than Organizational culture.

1.3 Theory of the Study

Theorizing the study, the researcher adopted the Organizational culture theory of Edgar H Schein's (1992) THEORY OF. According to Schein, organizational culture theory is categorized into three basic levels/layers. Edgar Schein developed an organizational culture triangle that had three layers/levels.

Schein says the first level of organizational culture is the **Artifacts:** these are "the visible/observable signs, features which represent the dominant culture of an organization. They are the shallowest indicators of what an organizational culture looks like. These are the characteristics that can be seen, heard and felt by individuals collectively. Artifacts include things like posters, dress codes of employees, job titles, office furniture, facilities, walkway layouts, building designs, logos, the behaviour of employees, and style and design of workplaces/office layout. These artifacts go a long way in deciding the culture of the workplace. In a school setting, the artifacts make employees idolize them and soon they become accustomed to them, making it easy to get absorbed into that lifestyle which eventually becomes a culture. Artifacts when analyzed barely give an individual an insight into the organizational culture of an institution because they are visible. Therefore, these artifacts enable teachers to easily appreciate the school practices and way of life at school which makes it easy to adopt the school culture".

The second level is the **Espoused values:** These are "things that an organization says about its culture and ways of working. These are deeper indicators and levels of culture than artifacts, but shallow than the underlying beliefs. Espoused values include organizational values and behaviour, company or employee charters, team contracts, vision and mission statements and the types of things promoted through newsletters. Espoused values become a yardstick to the behaviour and attitude of the workers since they are the guiding principles in the daily professional activities of the organization. Therefore, in a school setting, school visions and missions begin to inform the behaviour and attitude of the employees. Very soon, all the employees begin to have an understanding of these values which begin to inform their professionalism. While analyzing espoused values will provide an understanding of the organizational culture, these corporate values may not necessarily mean that workers behave in that way. Therefore, school administrators should be very keen in observing that what is written on the school mission statements, and school motto is being appreciated, practised and followed by the teachers".

The third level of organizational culture is the **Underlying Beliefs/Assumed values.** These are "underlying beliefs/assumed values that cannot be measured but make a difference to the culture of the organization. There are certain beliefs and facts which stay hidden but do affect the culture of the organization. The underlying beliefs or assumed values held by members of an organization are significantly deeper indicators of an organization's culture than either artifacts or espoused values. The underlying values reflect the actual ways that the organization works on the inside. The underlying beliefs held by employees of an organization may include assumptions about how they should work with each other. They also include beliefs about what behaviours will lead to workplace success or failure. Many organizations believe that remote working is a great idea; however,

some employees may have an underlying belief that you need to be physically present at work to be recognized by the organization. Employee's underlying beliefs portray the exact structure and type of organizational culture; these become the strongest aspects of organizational culture".

Edgar H. Schein's theory is therefore very relevant in improving teachers' performance because when schools have spelt out artifacts such as the dress code, clear job titles, office furniture, walkway layout, and aligned building designs make the teachers appreciate, grow and get accustomed into this culture which in turn will improve teachers' performance. Similarly, when the espoused values of a school are well elaborated and known, such that the teachers have clearly spelt out organizational values and behaviour, work contracts, and clearly stated Mission and Vision of the school, will intrinsically and extrinsically motivate teachers to perform better because they have a clear sense of direction. Finally, when the school has clearly defined underlying beliefs/assumed values such that teachers clearly understand the beliefs and assumed values of the school about what they need to do to realize work success will eventually translate into improvement in teachers' performance and commitment towards work. This theory therefore helps school administrators and teachers to develop, understand and determine the culture of an organization in a school setting and its influence on performance by looking at the different levels of the organizational culture. These different levels help to determine a teacher's performance because every level implies a teacher's performance.

2. Literature Review

2.1 Understanding the Type of Organizational Structure

Child (1977) defined organizational structure as "comprising of all the tangible and regularly occurring features which help to shape the behaviour of its members. According to Armstrong and Stephens (2008), organizational structures provide the framework for the activities required to achieve organizational goals", organizational structures can be classified as unitary, Divisionalized centralized, matrix and process structures (Armstrong & Stephens, 2008). The Unitary structure is "where relationships are simple and clearly defined, however, lack of cooperation between the functions or departments may always present challenges in the functionality of this type of organization structure". The centralized organizational structure places authority at the center which controls the activities and decisions of any divisions, subsidiaries or regionalized units. Such control is exercised by authority from the headquarters which defines policies, procedures, targets and budgets to be followed and achieved (Armstrong & Stephens, 2008). The decentralized structure also called Divisionalized structure according to Armstrong and Stephens is one "which gives divisions, subsidiaries, strategic business units under the overall direction of the Centre to achieve the desired results. Lewin, (1951) emphasized that in any organizational system, technical aspects are interrelated with the human or social aspects mainly focusing on the relationship between the technical processes within the organization as well as the organization of work groups and the management structure of the organization. According to Armstrong and Stephens, though, the amount of autonomy matters". In the context of Bishop Willigers secondary school, the researcher was interested in identifying the type of organizational structure of the school and its influence on teachers' performance.

According to Monavarian, Asgari, & Ashna (2007), Organizational structure is the framework of the relations on jobs, systems, operating processes, people and groups making efforts to achieve predetermined goals. Organizational structure is therefore a method by which organizational activities are divided, coordinated and organized. Child (1977) defines organizational structures as comprising all the tangible and regularly occurring features that help to shape the behaviour of its members. Karishma Daswani and Sherri Hartezzell (2022) explored the different types of Organizational structures and clarified them into *Traditional organizational structures* which function in a clearly defined manner with a top-down approach where communication flows from top management down to the level of workers in a hierarchical order. *A functional Organizational structure* divides its employees into various teams and departments based on their skills and expertise. The departmentalization ensures high productivity because the workers have good knowledge and practical abilities required in their respective departments. *The Divisional organizational structure* allows the separation of large sections of business into semi-autonomous units or divisions. This autonomy allows managers to focus specifically on their units. *The matrix organizational structure* intends to use existing human resources for specialized projects that may require expertise from multiple domains. Whereas a *team-based organizational structure* clarifies an organization into several teams each working on a specific goal and completely autonomous in their operations. However, Max Weber (1947) expanded on Tailor's theories and stressed the need to reduce diversity and ambiguity in organizations by focusing on establishing clear lines of authority and control.

William B. Tyler (1985) noted that the sociology of school organization is today fragmented by a bewildering variety of theoretical perspectives like interactionist, neo-Durkheim Ian and phenomenological. The main focus of a team in the field of organizational structure over the past decades has been hinged on the rejection of the ideal type of bureaucratic organization structure created by Weber and the attempt to identify the tangent of the

formal school structures ith in the strategies and motives of the teachers, pupils and administrators. This model however contrasts sharply with the structuralist tradition especially by Beinstein & Foucault that describes school organizational structure in terms of a close theoretical relationship between pedagogy, ideology and the apparatus of control of surveillance. This enhances internal controls in the school structure. Anthony Mugagga (2013) describes organizational structure by narrowing it to the catholic school's organizational structure. According to Mugagga, the structure of catholic schools in Uganda is anchored on the Mission of the Roman Catholic Church which originates from Christ's command according to the Holy Bible which commands Christians to *"Go teach and make disciples of all nations,"*. This mission acts as the anchor on which all Catholic school context rotates. The culture and structure of all Catholic schools have to be regulated by the example and life of Christ who is the Arch-priest and prototype head teacher. According to Anthony Mugagga, "the catholic school leadership structure refers to the head teacher, deputies, class teachers, disciplinary committee heads, board of governors, school management committee, Diocesan Secretary for Education (D.S.E), parents and the student leaders and the most important responsibility of the catholic school's leadership is their commitment to the mission and ethos of their schools. Anthony Mugagga says that the catholic founded schools pivot on an educational philosophy which dictates that a true Roman Catholic founded school should be characterized by a holistic concern to the development of a whole person". Bishop Willigers secondary school organizational structure perfectly fits in the above description being a catholic founded school, "its main focus enhancing the religious and moral education of the learners through prayer, Eucharist and other sacraments on top of enhancing academic excellence".

2.2 Enhancing Teachers' Performance Through Organizational Culture

Organizational culture is a system of values, beliefs and behaviour patterns that subconsciously drives members of the organization to make each choice and decision (Ortega–Parra & Sastre Castillo, 2013). Schneider et al., (2013) indicated organizational culture as the norms that the members of an organization perceive as their work environment and these norms influence how members perceive their work environment. Yirdaw (2016) indicated that "organizational culture was the glue which combines the non-human resources to the human resources in an organization to build teamwork and good performance through norms". Taaka Mary A & Muweesi Charles (2022) emphasized that, "when organizations create the right context, this can encourage employees to adopt values of sharing valid information, issues of orientation, transparency and responsibility so as to be ready to engage in organizational citizenship behavior". According to Mary Ann Glynn et al. (2020), "the concept of Organizational culture was introduced to the field of management and organizational studies in the late 1970s and it begun to attract significant scholarly attention in the early to mid-1980s building on the insights from sociology and Anthropology, Organizational scholars argued that organizations could possess distinctive cultures or sets of shared values, beliefs and norms that guide the attitude and actions of organizational members". From the historical perspective, Jacques (1951) "unplugged the concept of organizational culture from a business perspective in his book *The changing culture of a factory,* a study of authority and participation in an industrial setting that discussed some cultural issues in the manufacturing industry". While Sackman (1991) who is considered the grandfather of organizational culture summarized organizational culture by equating it to an Iceberg. Sackman 1991 noted that the visible parts of the organizational culture are very small compared to what lies below, meaning that if one needs to understand the organizational culture of an institution, he/she must carefully get embedded in that organization, it's not a walk in and out since it involves many invisible aspects which need time for one to understand why members believe and behave that way.

Edgar Schein (1985), "described the usefulness of organizational culture concerning organizational performance by breaking organizational culture into three parts: Assumptions, artifacts and values. The Assumptions represent the unofficial but very important rules in the organization, while Artifacts represent the visible elements of the organizational culture including work processes, workplace setting and organizational structures. The values represent the beliefs of the organization members and their business strategy. These three contribute to maintaining an effective organizational culture, these aspects greatly influence the performance of workers in an organization (Childress, 2013; Schein, 1985). Weber and Tarba (2012) indicated that business managers use the organizational culture to differentiate their organization from other organizations. They cited the example of two companies: Apple Inc., and Hewlett-Packard Corporation (HP) that have similar technologies and operating environments but they have uniquely different and diverse cultures. Schein (2010) noted that the culture of Apple evolves through the development of simple, innovative and elegant products and their priority according to Flamholtz & Randle, (2011); Kotter & Heskett, (1992) are long-term thinking and highly committed staff. Whereas the cultural focus of Hewlett-Packard Corporation (HP) is innovation and autonomy of the employees. This brings in, therefore, distinctive organizational cultures with a unique perspective from another organization however similar their mode of operations may appear".

Deal (1995), emphasises the fact that culture is not a physical being and this makes it very difficult to understand organizational culture by analyzing its definitions and explanations because a great amount of culture is

composed of daily behaviours and beliefs since it has an invisible and deeper implications on the flow of life. In the early 1980s, the theory of organizational culture included behaviour along with the disciplines of social science such as anthropology, sociology and social psychology (Denison, 1990). In 1992, Kotter and Heskett conducted research in more than 200 corporate organizations in the USA on the performance implications of organizational culture and found a strong relationship between organizational culture and performance. The study of the relationship between organizational culture and teacher performance was conducted by Hatabarat (2015) in which he explained that organizational culture influences work motivation, job satisfaction and performance sequentially and significantly. Dennison (1990) concluded in a variety of his studies that culture plays an important role in the effectiveness of an organization, and more similarly, Evans (1996, p. 44) addresses the power of culture within the framework of organizational culture by focusing on both the process itself and the product it yields. Evans explained that culture is a means of not only transforming peoples' behaviours and attitudes but also forming learning models. While (Flint, 2000) emphasized that culture is an influential factor in determining the reaction of organizational employees to changes in the environment. Therefore, the organizational culture will drive the attitude and perception of the employees in an organization in reaction to the daily changes, routine, opportunities and challenges in an organizational environment because it will be embedded in their behavior, thoughts, attitude and general perception. Therefore, a strong organizational culture will trigger positive attitudes, perceptions and reactions of employees to change and routine in an organization while the reverse is true for a weak organizational culture. From the concepts mentioned above, it can be concluded that organizational culture is values, and norms which are shared by an organization to determine how the behavior of the members of an organization acts to achieve organizational goals. School culture is something built from the results of the meeting between the values held by the principal as a leader and the values held by the teachers and employees in the school. (Muhaimin et al, 2011, 48).

2.3 Other Factors that Influence Teachers' Performance Other than Organizational Culture

Many researchers have generally agreed that "teachers are the most important school-based resources in determining students' future academic success and lifetime outcomes (Chetty et al, 2014; Rockoff, 2004). This has called for a strong desire for the demand for a strong mechanism to improve teacher effectiveness as a means to enhance student learning. Geo (2007) defined teachers' performance and effectiveness in terms of growth in student learning, typically measured by student standardized assessment results". It was discovered that students taught by highly effective teachers were more likely to attend college, earn more and live in higher-income neighbourhoods, save more money for retirement and were less likely to have children in their teenage life. Wayne and Young (2003) grouped teacher's performance and effectiveness into three broad categories: Teacher's *experience*, *Teacher's professional knowledge* and teacher's *behaviour.* Accordingly, Wayne and Young defined **Teacher experience** *as* the number of years a teacher has worked as a classroom teacher. It was discovered that there was a positive correlation between teachers' experience and student achievement. Also, studies by Popay and Kraft (2015), and Ladd and Sorenson (2017) indicated the cumulative effect of teachers' experience on student outcomes. It was also discovered that "student outcomes increased most rapidly in the first five years of the teachers' employment and student outcome progressively increased with the increase in the teachers' years of teaching experience. In the context of teacher's performance, the researcher's focus would mainly interest the relationship between teachers' experience and their performance at Bishop Willigers secondary school".

The other component/variable of teachers' performance, according to Wayne and Young (2003) is, **'Teacher Professional Knowledge.'** Collinson (1999) defined a teacher's professional knowledge as, "the subject matter, curriculum knowledge and pedagogical knowledge. Collinson proved that professional knowledge was influenced by the technical qualifications and skills attained by the teacher. The researcher picked interest from Wayne and Young's (2003) discovery that their study showed there was a correlation between the quality of the undergraduate institution that a teacher attended and their future students' success in standardized tests. Rice 2003 also found out that the selectivity of the undergraduate institutions and the teachers' preparation programs may be related to student achievement. Finally, the study also revealed that the institution a teacher attended, the course work they choose to take, and the projects such as personal research papers, portfolio presentations, and concept notes within that course correlated to the future student achievement".

The third variable of teacher performance according to Wayne and Young was **teacher Behavior and opportunity to learn**. The impact of the behaviour and character of the teacher like attitude, preparedness to teach, and emotional balance open mindedness remain an open question. There is a much more consistent relationship between teachers' behaviour and learner achievement, especially the behaviour related to instructional content. Teachers' behaviour may take the form of teacher preparedness for lessons, teachers' feelings and emotions about the students and institution, teachers' attitudes and teachers' responses. There is a relationship between teacher's performance and their behaviour. Teachers who had a positive attitude were happy and registered a positive performance than their counterparts who had a negative behaviour. Therefore, in this context of teacher behaviour and opportunity to learn, the researcher will be interested in assessing the

relationship between teacher behaviour and their performance about learner's achievement at Bishop Willigers Secondary School Namunyumya, Bugweri District: Eastern Uganda.

3. Methodology

The study was conducted using a qualitative paradigm. The approach was intended to collect and present qualitative findings. The purpose of selecting this approach was because there was no intention of using statistical expressions in reporting findings. The study population included the head teacher, deputy head teacher Director of studies heads of departments, a few teachers and student leaders because these are the ones responsible for building and strengthening the school culture, but also monitoring teachers' performance at Bishop Willigers secondary school. **Data collection tools.** To obtain qualitative findings from the head teacher, deputy head teacher, the D.O.S., the heads of departments, and student leaders. An oral interview method, observation and stories about the school were used to collect data. **Data presentation, and analysis.** Data was collected and presented using verbal interviews, explanations and verbatim where applicable. Responses from the head teacher were presented verbatim, whereas results from the deputy head teacher and the D.O.S were presented in paraphrased form.

4. Findings of the Study

4.1 The Demographic Characteristics of Respondents

These are in terms of gender, age group and experience of teachers.

Gender of respondent: The respondents were required to choose whether they were male or female, and the results obtained were as in Table 1.

Table 1. Showing the Demographic Characteristics of Respondents

Participant Items		Number Of Respondents	Percentage Of Respondents
Gender	Female	10	45.5%
	Male	12	54.5%
	Total	**22**	**100%**
Age	15 -27	08	36.4%
	28-37	10	45.5%
	38 and above	04	18.1%
	Total	**22**	
Working Experience	Less than 5 years	09	40.9%
	6 years and above	13	59.1%
	Total	**22**	**100%**
School.	**Bishop Willigers SS**	**22**	**100%**

Source: Primary data (2023).

According to the results in Table 1 above, the study population was obtained from one secondary school with a 100% representation. However, based on the findings, "male respondents were the majority, represented by 54.5% and their female counterparts were represented by 44.5%. Hence the study was gender sensitive and almost balanced. Results regarding age indicated that by the time of this study, they were not in the same age range. The majority of the respondents belonged to the age group of 28-37 years, which constituted 45.1%, 36.4% belonged to the age group of 15-27 years and the remaining 18.1% belonged to the age group of 38 years and above". The results about the working experience of the respondents were evaluated, with 59.1% belonging to the working experience category of 6 years and above, while 40.9% had a working experience of less than 5 years.

4.2 Findings in Line with the Types of Organizational Structure

Findings indicate that the organizational structure of Bishop Willigers secondary school has been developed over time, through very many schemes and interventions like induction workshops for new teachers and students. The school administration usually organizes induction workshops for new teachers to orientate them and initiate them into the culture of the school so that they can fit comfortably into our school community. Topics like the nature of the school foundation body, the expectations from both the school and the community, and the professional

code of conduct. In related results, the head teacher stated:

"The organizational structure of Bishop Willigers S.S has been developed over time where new teachers and students are taken through induction workshops to try and initiate them into the school culture. For the students, the induction takes a whole week especially for the new students while for the teachers, the induction exercise takes a whole day where different administrators take the teachers through the culture of the school and the expectations. But also the induction is a continuous process as we keep guiding the teachers on what is expected of them until such time when they become well acquainted with the organizational structure and culture and eventually, they fit into the system automatically leading to improved performance."

In the education system, the induction of new staff and students is a comprehensive process through which new members in an institution are taken through training to enable them to understand the culture, norms, and expectations of the institution they have joined. A successful induction process helps the employees to settle in their environment, and help them understand their responsibilities. This helps the new members of Bishop Willigers understand the nature and structure of the school and fit in well.

The administrative structure is well established by the catholic education foundation body (church) with supervisory powers of the school which are hierarchical from the Diocesan Education Secretary (D.E.O), board of governors, head teacher, deputy head teacher, director of studies, class teachers, committee heads, prefects and students. This forms the leadership structure of the school.

Relatedly, the head teacher stated:

"... the organizational structure of our school was determined by the foundation body and everyone must fit in because the responsibility of catholic school leadership is the commitment to the mission and ethos of their school. This has helped us develop and fit into the culture because these entire ethos make the entire community of Bishop Willigers interested in maintaining and implementing these ethos. In Uganda, the Roman Catholic Church has invested heavily in the education sector by constructing many schools. The Catholic Church has therefore set up an organizational structure upon which their schools are managed..."

Table 2. Results are in line with the contribution of organizational culture to teachers' performance

Research Qtn (RQ) Pre-determined Theme (PDT) Interview Qtn (IQ)	Respondent Codes (pseudonym)	Invivo/Inductive codes	Data categories (emergent Themes)
RQ: 1. What is the contribution of organizational culture in enhancing teachers' performance in Bishop Willigers SS, Bugweri District, Eastern Uganda?			
PDT: Contribution of organizational culture in enhancing teachers' performance in Bishop Willigers SS, Bugweri district, Eastern Uganda.			
IQ:1 What is the contribution of organizational culture on teachers' performance	INT.1 H/M..A	• *Shaping teacher's character & attitude towards work* • *Teachers observe the routine since it's already determined.*	• *Performance.*
IQ: 1 What is the contribution of organizational culture to teachers' performance?	INT:2 D.H/M	• *It has motivated teachers to be innovative.* • *The organization encourages equity and unity which contributes to performance.*	• *Performance.*
IQ: 3 What is the contribution of organizational culture to teachers' performance?	INT:3 D.O.S	• *The school culture has challenged teachers to attain self-improvement in terms of academic achievement* • *Shapes the behaviour of teachers.*	• *Performance.*

Source: primary data.

According to head teacher A, when we had a discussion with him about the contribution of organizational culture on teachers' performance, he said that organizational culture helps in shaping the teacher's character and attitude towards work because the teachers are aligned to focus on specific behavioural characters and attitudes that are result oriented and as they grow into the system they begin to appreciate specific attitudes and characters that are

imposed on them by the school system. Characters like punctuality, honesty, and duty consciousness are gradually but steadily adopted by the teachers to fit in the system which automatically improves teachers' performance.

Headteacher A, also emphasized that organizational culture has enabled the teachers to observe the routine since it is already set by the school. All the new teachers upon being inducted are mandated to observe the set school routine to the dot, and this has helped them observe the good practices already set by the school routine like observing the set school programs like beating deadlines for setting and scheming, lesson planning, marking of examinations on time, all this has helped to improve teachers performance at Bishop Willigers Secondary School.

During my interaction with the deputy head teacher, he said that the organizational culture has motivated the teachers to be innovative, especially in their respective assignments and responsibilities. He said that once a teacher is given a responsibility for example a H.O.D., class teacher, subject teacher or even section head, he/she has to be innovative by finding new ways of doing things to achieve maximum output. The system sets targets across sections for every employee to achieve and this has triggered a sense of innovation among the teachers which eventually translates into improved teachers' performance.

During our interaction with the D.O.S., he noted that because of the organizational culture of the school, teachers have been challenged to go for further studies to be able to improve themselves professionally to fit in the school system. Many teachers are often encouraged to go for further studies by giving incentives like cost-sharing and granting them time off to attend their examinations. The D.O.S. said that this has helped many of their teachers to attain further qualifications leading to improved teachers' performance.

4.3 Other Factors that Influence Teachers' Performance Other than Organizational Culture

The findings revealed that with the correct qualifications and institutions the teachers attended, they become intrinsically motivated to work because they acquired the right training competencies required for the job description. The teachers are all qualified with the right degrees and diplomas in the relevant education fields. This has enabled the school to deploy the right personnel in class.

The deputy head teacher stated:

"… Our teachers have been able to perform well because they are qualified and competent with the right skills for the job. All our workers are qualified in all the sections which helps to breed efficiency. Every appointment is based on merit of qualification and all our teachers have been duly registered by the Ministry of Education and Sports. This has empowered our staff to be able to perform well because they are dealing in specific areas in which they have qualified in…"

Teachers' performance in terms of the students' learning is typically measured through standardized assessment results, When the teachers are qualified in their respective subject areas, their mode of delivery, conduct and interpersonal relationship is enhanced. The deputy head teacher said that this was the comparative advantage that the school was enjoying over its neighbouring schools because being a government, grant-aided school, the government has sent qualified and competent teachers making it very easy to translate into good results.

Findings also show that the parents have been very supportive of their children and all the school programs. The parents pay school fees on time and buy all the other scholastic materials, attend visitation days, they also attend class days. This in the long run has led to improvement in teacher's performance. According to the D.O.S,

"… Our parents are so supportive of both the children and our teachers, the parents support all the school programs like paying the school fees on time, availing all the school requirements to the learners and generally making a follow-up of their children's performance especially on visitation days. This has motivated me both at a personal level and at school level to perform even much better…"

According to Mark Anthony Llego (2014), parental involvement in their children's education has a direct positive implication on teachers' performance because the children shall be answerable to both their teachers and the parents. This kind of cooperation between the parents and the teachers enables the child to be more committed to their studies, open to both their teacher and the parents on matters of education but above all making the teacher to be answerable to both the parents and the children leading to improved teachers' performance.

Findings also show that teacher motivation plays a big role in improving the performance of teachers, according to the head of the science department, *"… The school provides fringe benefits like accommodation, transport refund for teachers marking allowances to generate a commitment to their work. as a result these teachers supervise night preps, compensate for the missed lessons, give more tests, attend to weaker students…"*

5. Conclusion

Based on the findings, it can be concluded that there is a relationship between organizational structure and teachers' performance. Karishma Daswani and Sherri Hartezzell (2022) explored the different types of Organizational structures and clarified them into Traditional organizational structures which function in a clearly defined manner with a top-down approach where communication flows from top management down to the level of workers in a hierarchical order. A functional Organizational structure divides its employees into various teams and departments based on their skills and expertise (Agatha, T. M., & Charles, M., 2022). The departmentalization ensures high productivity because the workers have good knowledge and practical abilities required in their respective departments. The relation is positively aligned with the administration restructured to positively influence and direct teachers into getting assimilated into the school.

The findings also revealed that Bishop Willigers S.S. had a traditional organizational structure that is uniquely infused with a holistic administrative approach to management which rubricates teachers' performance at the school. The structure of the school administration has been built to enable a top-down communication system that reduces gaps in communication and efficiency. The findings in this context proved that Organizational structure was an independent variable in improving teachers' performance at Bishop Willigers Secondary School Namunyumya. The findings also revealed that the organizational structure of the school was in line with the catholic school leadership structure that had: "the head teacher, deputies, class teachers, disciplinary committee heads, board of governors, school management committee, Diocesan Secretary for Education (D.S.E), parents and the student leaders", as cited by Anthony Mugagga (2013).

Findings also showed that there was a significantly positive relationship between organizational culture and teacher performance. Yirdaw (2016) indicated that organizational culture was the glue that combines the non-human resources to the human resources in an organization to build teamwork and good performance through norms. Therefore, a strong organizational culture directly influences and impacts on the teacher's performance. Accordingly, Wayne and Young defined Teacher experience as the number of years a teacher has worked as a classroom teacher. It was discovered that there was a positive correlation between teachers' experience and student achievement. Also, studies by Popay and Kraft (2015), and Ladd and Sorenson (2017) indicated the cumulative effect of teachers' experience on student outcomes. It was discovered that student outcomes increased most rapidly in the first five years of the teachers' employment and student outcomes progressively increased with the increase in the teachers' years of teaching experience. in the context of the teacher's performance. Also, Taaka Mary & Muweesi Charles (2022) emphasized that when organizations create the right context, it encourages employees to adopt values such as sharing, transparency and responsibility. This is seen in the quality of content given by the teachers at Bishop Willigers SS, their attitude towards work and their relationship with school administration.

It should also be noted that apart from organizational culture, teachers' qualification also influences teacher's performance at Bishop Willigers Secondary School. The qualification of the teaching staff was found to be key in influencing teachers' performance because the teachers exhibited competencies in content delivery. Collinson (1999) defined a teacher's professional knowledge as, "the subject matter, curriculum knowledge and pedagogical knowledge. Collinson proved that professional knowledge was influenced by the technical qualifications and skills attained by the teacher". Wayne and Young (2003) grouped teacher's performance and effectiveness into three broad categories: Teacher's experience, Teacher's professional knowledge and teacher's behaviour. Accordingly, Wayne and Young discovered that "there was a positive correlation between teachers' experience and student achievement. Geo (2007) related teachers' performance and effectiveness in terms of growth in the students' learning measured by standardized assessment results and discovered that students taught by highly effective teachers were more likely to attend college, earn more and live in higher-income neighbourhoods, save more money for retirement and were less likely to have children in their teenage life. (Geo, 2007). Chetty et al (2014) found out that children taught by highly effective teachers were more likely to attend college, earn more and live in higher-income neighbourhoods, save more money for retirement and were less likely to have children in their teenage life".

The parent's involvement in their children's education also influenced teacher's performance making it easy for the school and teachers to implement the teaching and learning process because the parents were able to render their support to the students by paying school fees on time and giving other scholastic materials like books, this makes the learners to settle down which eases the teachers' work leading to improvement in teachers' performance.

The research also revealed that a good organizational culture in a school setting determines how things are done, where employees have spelt out clear work ethics, values and beliefs of the employees, increasing their sense of commitment towards work. Therefore, based on the above observation, it is correct to conclude that, to improve teachers' performance at Bishop Willigers S.S. both organizational structure and organizational culture should be maintained as an effective tool.

6. Recommendations

All schools must develop a well-organized and defined and standard organizational structure to be able to influence teachers' performance in secondary schools. According to the Scholarship Institute org (2023), "Schools like any other organizations tend to follow standard organizational structures with a well-defined hierarchy and clear boundaries of which departments or workers are assigned specific tasks. The organizational structure of the school "should clearly outline who reports to whom and who is responsible for what". "The organizational culture of the school must involve members of the administration, licensed and unlicensed support staff and the teachers. The school administration normally involves the head teacher and his/her deputies who are responsible for the overall management of the school".

Secondary Schools should develop a strong organizational culture that defines their values, ethos, mission and other salient features that they stand for to influence the quality of teachers but also the rest of the students to improve teachers' performance. Schools that have a weak organizational culture should carry out benchmarking in schools with strong organizational cultures so that they can develop themselves into an organized system.

Schools should put in place schemes that motivate their teachers to perform better. This increases their morale to work, enables them to have a sense of belonging to the system they are serving and improves their output. Paying salaries and allowances on time, funding staff development workshops, end-of-term/ year parties, and food packages all work to improve and enhance teacher motivation. The government of Uganda under the NRM manifesto 2021-2026 has come up with better policies to improve teacher motivation through the salary enhancement scheme where science teachers and other scientists in secondary schools like school nurses, and laboratory assistants have had their salaries tripled in the financial year 2021/2022. This has led to increased science teachers 'motivation leading to increased performance, especially of science teachers. Also in the 2019 National Teachers policy, one of the key policy issues was teacher motivation through continuous professional development which in turn will help motivate teachers by providing continuous training opportunities.

All parents should get involved in the academic welfare of their children by paying school fees on time and buying scholastic materials. According to the Uganda National Parenting Guidelines under the Ministry of Gender Labor and Social Development report (2018), providing a holistic growth and development of a child by parents requires a wide range of physical, economic, social, psychological and spiritual needs both at school and at home because when children are provided with these incentives, they become well organized and ready to learn which makes it easier for the teachers to impart knowledge, values and skills leading to improved teachers' performance.

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